Droichead - Setting Targets - Post-primary

At a Glance
"*Best practice indicates that targets should be few in number. They should be informed by priority learning needs and directly linked to suitable interventions. Targets should be based on the evidence collected through both formal and informal assessment approaches.*" (NCSE, 2017)

A Bit More Information
Targets should: ● Be SMART (Specific, Measurable, Achievable, Relevant and Time-Bound) ● Be observable to facilitate monitoring and review of progress ● Build on the strengths and interests of students ● Reflect the specific educational needs of the students ● Advance students' existing knowledge (NCSE, 2017)

CBC Targets
Targets written using the CBC method include reference to **Condition, Behaviour & Criterion (CBC).** ●**Condition:** Under what conditions the behaviour will occur (environment, equipment, resources, tools, performance strategies). ●**Behaviour:** What action the student will perform (describe, write, summarise). ● **Criterion:** How the teacher will know when the target has been achieved (level of assistance, percentage correct, time limits). **Sample targets**

●Given a list of ten keywords (**condition**) the student will match them (**behaviour**) to the correct definition with 70% accuracy (**criterion**).

● Using a calculator (**condition**) the student will compute how much 4/5 items will cost on a shopping trip (**behaviour**) with 75% accuracy (**criterion**).

● The student will compare (**behaviour**) two poems (**condition**) and state at least two similarities and two differences (**criterion**).

● The student will raise their hand (**behaviour**) without calling out 3 out of 4 times (**criterion**) during whole-class discussions (**condition**).

●The student will read a paragraph (**behaviour**) from a level 3 text (**condition**) with 90% accuracy (**criterion**).

● When retelling a story (**condition & behaviour**) the student will identify at least 3 events in the rising action, the main conflict and the resolution of the story (**criterion**).

How to Monitor Progress

Students' progress in achieving their targets needs to be regularly monitored and recorded. There are several means of monitoring progress such as:
● Standardised tests
● Teacher-designed tests
● Checklists
● Samples of work
● Teacher observations
● Reports from subject teachers/year heads
● Attendance record
● Behaviour record
● Student interview

(NCSE, 2017)

Further Information

Supporting Students with Special Educational Needs (NCSE, 2017) provides guidance on the three-step process to support students with special educational needs.

A Continuum of Support for Post-Primary Schools – Guidelines for Teachers (NEPS, 2010) provides a comprehensive overview of identifying needs and developing and evaluating interventions to address those needs as they present on a continuum from mild to severe and from transient to enduring.

Inclusion of Students with Special Educational Needs, Post Primary Guidelines (DES, 2007) details specific guidance on planning at both whole-school level and for the individual student.

The National Council for Special Education (NCSE) *Guidelines on the Individual Education Plan Process* (NCSE, 2006) provides a guide to good practice in the preparation, implementation and review of individualised education plans (SSPs/SSPPS).

National Educational Psychological Service (NEPS, 2010) *Behavioural, Emotional and Social Difficulties – A Continuum of Support: Guidelines for Teachers* provides practical suggestions and support for teachers in responding to the needs of pupils with behavioural, emotional and social difficulties.